

多肢選択式意図的削除クローズテストの 選択肢の改善

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1. はじめに

1.1 クローズテストの削除語と選択肢

クローズテストにおける単語の削除方法には、機械的削除（fixed-ratio deletion）と意図的削除（rational deletion）の2種類がある（Bachman 1985）。機械的削除は測定すべき下位能力の分布が偶然により偏る場合があるが、意図的削除は満遍なく下位能力を測定できるという利点がある。意図的削除は、図1に示すように、解答に必要な情報量に応じて4つに分類することができる（Jonz 1990）。

Within Clause (Syntax)	1S
Within Clause (Lexis)	1L
Across Clause, Within Sentence	2
Across Sentence, Within Text	3

図1：削除語の分類

クローズテストの解答方式には、記入式（fill-in）と多肢選択式（multiple-choice）がある。記入式では採点時に正語法（exact word scoring）か適語法（acceptable word scoring）のいずれかを選ぶことになる。多肢選択式は客観的な採点が可能で実用性の高いテスト形式ではあるが、不適切な選択肢の配置は、測定しようとした下位能力が測定できない場合がある。

多肢選択式の場合、選択肢は文法的に正しいか否かと、意味的に正しいか

	意味的に正しい	意味的に正しくない
文法的に正しい	I	II
文法的に正しくない	III	IV

図2：選択肢の分類

否かの組み合わせにより，図2に示すように4つのタイプに分類することができる（Mochizuki 1991）。

1.2 先行研究

島田（2002）は私立大学の入試問題より549語のテキストを選定し，多肢選択式意図的削除クローズテストを作成した。このテキストの難解度（readability）は，Fresch の公式を使って算出すると85.8で，「易しい」と判定される。前述した4つの削除タイプにつき，それぞれ12語，合計48語を削除した。その削除語48語すべてに関し，タイプI，II，III，IVの4種類の選択肢を配した。以下に削除タイプごとに例を挙げる（正解は斜字体で示す）。

Within Clause (Syntax)

(3) {A. Are, B. Their, C. *Is*, D. Will} coming here to be left with my relatives supposed to be some kind of treat?

Within Clause (Lexis)

but I was (45) {A. shocking, B. *surprised*, C. happy, D. interesting} at the letter from Gordon.

Across Clause, Within Sentence

But there will not be any more separations (20) {A. later, B. unless, C. than, D. *after*} we marry.

Across Sentence, Within Text

I am staying here at the hotel with my Uncle Nat and Aunt Jule while my parents are away for four weeks.Dad and mother are abroad for a (1) {A. travels, B. *month*, C. year, D. long}.

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表 1：記述統計（全体：N=83）

削除タイプ	選択肢のタイプ	最 低 点	最 高 点	平 均 点	標準偏差
1S	I	2	10	6.28	1.94
	II	0	6	2.28**	1.22
	III	0	5	1.75	1.07
	IV	0	5	1.69	1.17
1L	I	4	11	6.90	1.67
	II	0	7	2.34**	1.20
	III	0	5	1.55	1.05
	IV	0	3	1.16	0.85
2	I	1	10	5.86	1.95
	II	1	6	2.70**	1.16
	III	0	4	1.39	0.96
	IV	0	5	1.72	1.12
3	I	2	11	6.54	1.84
	II	0	6	2.61**	1.37
	III	0	5	1.55	1.27
	IV	0	5	1.20	1.13
合 計	I	15	38	25.58	5.03
	II	4	18	9.93**	2.87
	III	1	12	6.54	2.35
	IV	2	11	5.77	2.49

表 2：記述統計（上位群：N=27）

削除タイプ	選択肢のタイプ	最 低 点	最 高 点	平 均 点	標準偏差
1S	I	5	10	7.74	1.29
	II	0	3	1.74ns.	0.94
	III	0	3	1.44	0.85
	IV	0	3	1.04	0.71
1L	I	6	11	7.89	1.40
	II	0	3	1.96**	0.94
	III	0	2	1.07	0.78
	IV	0	2	1.04	0.76
2	I	5	10	7.63	1.39
	II	0	4	2.00**	1.04
	III	1	4	1.15	0.95
	IV	0	3	1.19	0.96
3	I	5	11	7.85	1.51
	II	0	4	2.11**	1.15
	III	0	3	1.22	0.93
	IV	0	3	0.74	0.86
合 計	I	29	38	31.11	2.14
	II	4	11	7.81**	2.00
	III	1	9	4.89	1.85
	IV	2	9	4.00	1.84

表 3：記述統計（中位群：N=31）

削除タイプ	選択肢のタイプ	最 低 点	最 高 点	平 均 点	標準偏差
1S	I	2	9	6.39	1.71
	II	0	6	2.42**	1.46
	III	0	4	1.55	1.09
	IV	0	4	1.61	1.09
1L	I	5	11	7.32	1.42
	II	1	4	2.10**	0.94
	III	0	4	1.61	0.99
	IV	0	3	0.97	0.80
2	I	2	8	5.68	1.30
	II	1	5	2.84*	0.90
	III	1	3	1.71	0.74
	IV	0	5	1.74	1.12
3	I	4	10	6.35	1.54
	II	0	5	2.58**	1.36
	III	0	4	1.77	1.33
	IV	0	5	1.26	1.09
合 計	I	23	28	25.74	1.77
	II	6	14	9.94**	2.24
	III	2	10	6.65	1.87
	IV	3	11	5.58	1.86

表 4：記述統計（下位群：N=25）

削除タイプ	選択肢のタイプ	最 低 点	最 高 点	平 均 点	標準偏差
1S	I	2	7	4.56	1.39
	II	1	4	2.68ns	0.99
	III	1	5	2.32	1.07
	IV	1	5	2.48	1.23
1L	I	4	7	5.32	0.99
	II	1	7	3.04*	1.46
	III	0	5	2.00	1.19
	IV	0	3	1.52	0.92
2	I	1	7	4.16	1.46
	II	1	6	3.28**	1.21
	III	0	4	2.24	0.93
	IV	0	4	2.28	1.02
3	I	2	9	5.36	1.66
	II	0	6	3.20**	1.41
	III	0	5	1.64	1.47
	IV	0	4	1.64	1.29
合 計	I	15	22	19.40	1.83
	II	7	18	12.20**	2.69
	III	3	12	8.20	2.20
	IV	2	11	7.92	2.18

（注：タイプ II と III の平均点の有意差の確率を、II の平均点の後に * $p<0.05$ ；** $p<0.01$ で示した）

48語のおおのの削除語について、選択肢は一覧にして Appendix A に、実際のテストは Appendix B に示した。

このテストを大学生（N=83）に実施したところ、合計および 1S, 1L, 2, 3 のいずれの削除タイプにおいても、また、全体および上位、中位、下位のいずれの学力群においても、各選択肢の選択率（平均点）は、概ねタイプ I－II－III－IV の順に高い傾向があり、タイプ II の選択率は、タイプ III のそれより高かった（表 1～4（島田（2002）から再掲）参照）。

項目ごとに見ると、削除タイプ 2 および 3 では、タイプ II の錯乱肢が高い率で選択されており、前述した結果を裏付けている。

この結果は、各テスト項目で正解できなかった者は、一律に文法的に正しいか否かという判断基準を採用しており、意味的に正しいか否かという処理をしていないことを示唆する。これらの結果は、テスト作成時において意味的に処理されると予測した項目の錯乱肢として、文法的に処理ができる錯乱肢を配置したことに起因すると考えられる。したがって、初・中級者を対象とする場合には、削除タイプに応じて、削除タイプ 1S および 1L にはタイプ III の錯乱肢を、削除タイプ 2 および 3 にはタイプ II の錯乱肢を配置することが望ましい。

2. 方法

2.1 目的

本研究の目的は、削除タイプに応じた選択肢を配置することにより、島田（2002）で作成したクローズテストを改善することにある。

2.2 被験者

本研究の被験者は、私立 4 年制大学 2, 3 年生 87 名である。この被験者は島田（2002）の被験者と同一の集団ではないが、両者には同じ母集団（同じ大学）からの抽出という共通点がある。

2.3 テスト

削除語48項目は島田（2002）と全く同一である。錯乱肢は、削除タイプ 1S および 1L にはタイプⅢ，2 および 3 にはタイプⅡを配した。削除タイプごとに選択肢のタイプの変更を図2に示す。

削除タイプ	2002	2004
1S	I II III IV	I III III III
1L	I II III IV	I III III III
2	I II III IV	I II II II
3	I II III IV	I II II II

図2：選択肢タイプの変更

以下に削除タイプごとに例を挙げる（正解は斜字体，変更した錯乱肢は太字体で示す）。

Within Clause (Syntax)

(3) {A. **Do**, B. Are, C. *Is*, D. **Does**} coming here to be left with my relatives supposed to be some kind of treat?

Within Clause (Lexis)

but I was (45) {A. shocking, B. *surprised*, C. **surprising**, D. **shock**} at the letter from Gordon.

Across Clause, Within Sentence

But there will not be any more separations (20) {A. **while**, B. unless, C. **though**, D. *after*} we marry.

Across Sentence, Within Text

I am staying here at the hotel with my Uncle Nat and Aunt Jule while my parents are away for four weeks.Dad and mother are abroad for a (1) {A. **week**, B. *month*, C. year, D. **day**}.

48項目すべての削除語のおのおのについて，変更後の選択肢は一覧にして Appendix C に，変更後の実際のテストは Appendix D に示した。

2.4 分析方法

まず、削除タイプ2，3に属しタイプⅡの選択肢の回答数が，2002年版から2004年版への改訂によりどのように変化したかを調べた。

次に，2002年版から2004年版への改訂により，どのような改善が見られたかを調べるために，削除タイプごとに分析した。

テスト全体については，平均点（Mean），標準偏差（Standard Deviation），信頼性係数（KR20）を，個々の項目については，項目困難度（Item Difficulty; ID），点双列相関係数（Point-biserial Correlation Coefficient; RPBI），上位下位項目弁別度（Sample Separation; SS），錯乱肢効率（Distractor Efficiency; DE）を，島田（2002）の結果と比較した。錯乱肢効率は，3つの錯乱肢に対する回答人数の標準偏差を用いた。

3. 結果

表5：選択肢タイプⅡの回答数の変化

	5	17	28	32	46	48	4	6	7	8	19	31	44
2002	28	57	21	23	14	18	49	24	16	24	25	33	25
2004	26	39	22	17	5	17	46	30	9	18	15	9	16
差	-2	-18	1	-6	-9	-1	-3	6	-7	-6	-10	-24	-9

表5は，削除タイプ2，3に属し，2002年版においてタイプⅡの選択肢の回答が多かった項目（削除タイプ2＝No.5，17，28，32，46，48；削除タイプ3＝No.4，6，7，8，19，31，44）が2004年版の改訂でどのように変化したかを示すものである。2002年版におけるタイプⅡの錯乱肢に集中した選択は，2004年版でほとんどの項目において緩和されている。

表6は，2002年版と2004年版の平均点と信頼性係数を削除タイプごとに比較対照したものである。信頼性係数は，項目数確保のため1Sと1L，2と3を合体して算出した。1S，1Lは，2004年版の方が平均点および信頼性係数が高かった。

表 6：基礎統計比較

		2002 (N=83)	2004 (N=87)
平 均 (標準偏差)	1S (k=12)	6.90 (1.67)	7.72 (1.96)
	1L (k=12)	6.28 (1.94)	8.48 (1.99)
	2 (k=12)	5.86 (1.95)	5.78 (1.54)
	3 (k=12)	6.54 (1.84)	6.30 (2.02)
	Total (k=48)	25.58 (5.03)	28.29 (5.57)
信頼性係数 (KR20)	1S+1L (k=24)	0.485	0.636
	2+3 (k=24)	0.500	0.412
	Total (k=48)	0.630	0.719

表 7：項目分析比較

No.	正 解	削除タイプ	項目困難度		点双列相関係数		上位下位弁別度		錯乱肢効率	
			2002	2004	2002	2004	2002	2004	2002	2004
3	Is	1S	0.313	0.540	0.467	0.348	0.545	0.333	0.8	4.8
11	It	1S	0.868	0.874	0.159	0.351	0.182	0.292	1.2	3.3
14	for	1S	0.759	0.759	0.313	0.403	0.318	0.375	1.9	2.2
15	in	1S	0.133	0.218	-0.067	0.415	0.000	0.500	21.4	8.7
18	person	1S	0.735	0.437	0.353	0.139	0.318	0.250	6.8	10.3
21	to	1S	0.855	0.897	0.102	0.161	0.000	0.125	0.0	2.9
22	am	1S	0.566	0.690	0.320	0.286	0.455	0.458	1.7	10.6
26	who	1S	0.289	0.448	0.213	0.329	0.182	0.333	14.1	7.6
36	I	1S	0.349	0.540	0.021	0.190	0.136	0.125	21.9	14.9
39	our	1S	0.578	0.793	0.421	0.309	0.500	0.250	9.2	3.6
40	much	1S	0.518	0.770	0.319	0.280	0.318	0.250	11.8	4.9
41	under	1S	0.313	0.759	0.369	0.219	0.455	0.250	15.8	2.5
2	up	1L	0.482	0.724	0.101	0.241	0.091	0.250	9.1	4.0
12	band	1L	0.265	0.402	0.346	0.419	0.455	0.417	13.1	4.6
13	song	1L	0.783	0.805	0.114	0.288	0.136	0.250	4.5	4.8
16	Of	1L	0.976	0.931	0.270	0.203	0.091	0.125	0.9	0.8
27	as	1L	0.687	0.874	0.281	0.382	0.273	0.292	9.5	2.1

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30	times	1L	0.723	0.862	0.169	0.442	0.182	0.292	5.0	2.2
34	with	1L	0.108	0.667	0.037	0.350	0.045	0.147	30.0	2.1
38	used	1L	0.494	0.471	0.107	0.330	0.182	0.333	10.3	4.0
42	received	1L	0.651	0.885	0.166	0.370	0.227	0.208	6.0	0.5
43	other	1L	0.566	0.690	0.223	0.295	0.182	0.333	14.1	11.3
45	surprised	1L	0.711	0.793	0.318	0.150	0.318	0.125	4.9	4.3
47	voyage	1L	0.458	0.379	0.310	0.383	0.409	0.458	12.8	11.3
5	different	2	0.361	0.448	0.390	0.216	0.545	0.333	7.4	10.2
10	since	2	0.771	0.621	0.270	0.452	0.227	0.500	6.8	3.7
17	not	2	0.121	0.138	0.268	0.058	0.227	0.083	23.2	14.5
20	after	2	0.590	0.506	0.430	0.296	0.500	0.292	2.5	7.8
24	was	2	0.916	0.977	0.313	0.119	0.182	0.042	0.8	0.5
28	says	2	0.422	0.345	0.394	0.098	0.500	0.167	5.0	9.0
29	while	2	0.313	0.345	0.171	-0.051	0.227	-0.042	12.0	8.5
32	if	2	0.434	0.322	0.249	0.093	0.318	-0.042	5.7	9.2
33	until	2	0.386	0.540	0.235	0.081	0.318	0.083	12.6	5.4
35	asked	2	0.253	0.471	0.116	0.367	0.227	0.375	16.2	1.2
46	that	2	0.759	0.770	0.279	0.265	0.318	0.208	5.2	1.2
48	before	2	0.530	0.299	0.259	0.157	0.318	0.208	3.7	6.2
1	month	3	0.711	0.908	0.031	0.412	0.045	0.250	5.9	2.5
4	relatives	3	0.229	0.402	0.275	0.140	0.227	0.208	19.9	20.3
6	too	3	0.325	0.391	0.275	0.303	0.409	0.375	5.0	8.7
7	together	3	0.687	0.563	0.255	0.389	0.273	0.583	5.6	7.4
8	heart	3	0.386	0.230	-0.037	0.120	-0.136	0.208	8.3	10.2
9	think	3	0.554	0.621	0.264	0.456	0.318	0.583	1.4	7.3
19	But	3	0.386	0.310	0.339	0.167	0.409	0.250	7.5	4.9
23	so	3	0.795	0.793	-0.091	0.401	-0.136	0.375	6.8	5.0
25	She	3	0.711	0.782	0.302	0.249	0.273	0.333	4.1	3.4
31	only	3	0.374	0.046	0.135	0.356	0.273	0.167	11.8	24.3
37	without	3	0.855	0.724	0.308	0.357	0.273	0.417	1.6	4.5
44	Walter	3	0.530	0.529	0.292	0.207	0.409	0.250	9.1	8.4
平 均		1S+1L	0.549	0.675	0.226	0.303	0.250	0.282	9.5	5.3
		2+3	0.517	0.503	0.238	0.238	0.273	0.259	7.8	7.7

表 7 は、2002年版と204年版の項目分析の結果を比較対照したものである。項目弁別度については、適正值（点双列相関係数の場合は0.25以上、上位下位弁別度の場合は0.3以上）が2002年版から2004年版への改訂により、適正值範囲外から適正值範囲内へと改善があった場合は太字体で示し、逆に適正值範囲内から適正值範囲外へと逸脱した場合は斜字体で示した。錯乱肢効率については、2002年版から2004年版への改訂により、改善された場合は太字体で示した。

表 8：削除タイプによる改善（改悪）項目

削除タイプ	1S	1L	2	3
改 善	11, 15, 26	13, 30, 34, 38, 42, 43	35	1, 23, 31
改 悪	18	45	17, 24, 28, 48	4, 19

表 8 は、点双列相関係数による項目弁別度（表 7）に基づいて、削除タイプごとに、2002年版から2004年版への改訂により改善（改悪）された項目を整理したものである。改善項目数は 1S=3, 1L=6, 2=1, 3=3, 改悪項目数は 1S=1, 1L=1, 2=4, 3=2 であった。改善項目が 2, 3 よりも 1S, 1L に多く見られ、改悪項目が 1S, 1L よりも 2, 3 にやや多く見られる。

錯乱肢効率の改善は、テスト全体で見ると、削除タイプ 2+3 よりも削除タイプ 1S+1L の方が顕著である（平均：1S+1L：9.5>5.3；2+3：7.8>7.7）。個別項目ごとに見ても、1S+1L では17項目、2+3では12項目に改善が見られ、2+3よりも 1S+1L の方が顕著であることを裏付けている。

以下に、削除タイプ 1S, 1L に属する項目の改善例と、削除タイプ 2, 3 に属する項目の改悪例を挙げる。

表 9 は、削除タイプ 1L に属し、2002年版から204年版への改訂により、改善された項目の典型例（No. 34）である。2002年版では、different と from の結びつきが強く、その錯乱肢（from）が多く選択されていたが、2004年の改訂でその錯乱肢を削除したところ、錯乱肢効率が大幅に向上し（30.0>2.1）、点双列相関係数も向上した（0.037>0.350）。

表9：改善項目例

No. 34		2002	U	M	L	T	No. 34		2004	U	M	L	T
A	I	with	2	6	1	9	A	I	with	20	28	10	58
B	III	concerned	0	2	4	6	B	III	concerned	3	4	3	10
C	II	from	19	31	17	67	C	III	relating	0	6	6	12
D	IV	than	1	0	0	1	D	III	regarded	1	1	5	7
ID		0.108	RPBI		0.037		ID		0.667	RPBI		0.350	
SS		0.045	DE		30.0		SS		0.147	DE		2.1	

2002：U(N=22)，M(N=39)，L(N=22)；2004：U(N=24)，M(N=39)，L(N=24)

表10：改悪項目例

No. 48		2002	U	M	L	T	No. 48		2004	U	M	L	T
A	III	ahead	2	6	4	12	A	II	because	9	12	8	29
B	I	before	15	21	8	44	B	I	before	9	13	4	26
C	II	unless	4	7	7	18	C	II	unless	2	9	6	17
D	IV	or	1	5	3	9	D	II	if	4	5	6	15
ID		0.530	RPBI		0.259		ID		0.299	RPBI		0.157	
SS		0.318	DE		3.7		SS		0.208	DE		6.2	

2002：U(N=22)，M(N=39)，L(N=22)；2004：U(N=24)，M(N=39)，L(N=24)

表10は、削除タイプ2に属し、2002年版から204年版への改訂により、改悪された項目の典型例（No. 48）である。2004年版では、同じタイプの錯乱肢（because, unless, if）を配置したため、項目困難度が上昇し（ $0.530 > 0.299$ ）、項目弁別度が下降した（ $0.259 > 0.157$ ）。さらに、錯乱肢効率も下がっている（ $3.7 < 6.2$ ）。

4. 考察

2002年版から2004年版への改訂により、1S、1Lと2、3との平均点の格差が広がった。この結果は、このテストが文法的な処理をする能力と意味的な処理をする能力の、2つの異なる言語能力を測定しているという多次元性

(multidimensionality) を示すもので、クローズテストがより統合的な言語能力を測定していることを支持している。

削除タイプ 1S, 1L では、2002年版から2004年版への改訂により、顕著な改善が観察された。削除タイプ 2, 3 では、信頼性および項目弁別度に関して、期待した改善が観察されなかった。その理由として、信頼性については、同質の錯乱肢が増え、当て推量の要素が高まったこと、項目弁別度については、同質の錯乱肢の増加に伴い、項目困難度が上昇したこと、信頼性、項目弁別度の 2 点に共通して、被験者の上位群の学力レベルが高くなかったこと等が挙げられる。

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付記

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Appendix A: Categorisation of Options 2002 Version

Item no.	Category	I (gr-o, sm-o)	II (gr-o, sm-x)	III (gr-x, sm-o)	IV (gr-x, sm-x)
1	3	B month	C year	A travels	D long
2	1-L	A up	C sense	B high	D happy
3	1-S	C Is	B Their	A Are	D Will
4	3	D relatives	B parents	A intimacy	C familiar
5	2	A different	C worse	B another	D beautifully
6	3	B too	C alone	A with	D near
7	3	D together	B similar	A with	C meet
8	3	A heart	C anger	B ideal	D handy
9	3	B think	C ask	A complaining	D crazy
10	2	D since	B because	A from	C happily
11	1-S	B It	C We	A Hour	D Soon
12	1-L	D band	B guests	A playing	C planning
13	1-L	A song	C game	B harmonious	D worse
14	1-S	C for	B like	A sake	D that
15	1-S	A in	C with	B sung	D made
16	1-L	A Of	C On	B Natural	D Take
17	2	D not	B also	A unlikely	C with
18	1-S	B person	C uncle	A people	D wedding
19	3	C But	B If	A Contrary	D Only
20	2	D after	B unless	A later	C than
21	1-S	A to	C on	B together	D myself
22	1-S	D am	B go	A getting	C will
23	3	C so	B slightly	A extreme	D in
24	2	A was	C grew	B is	D has
25	3	C She	B That	A Mothers	D We
26	1-S	D who	B if	A men	C what
27	1-L	C as	B even	A like	D should
28	2	B says	C hopes	A spoke	D persuaded
29	2	A while	C before	B contrary	D again
30	1-L	A times	C days	B count	D minute
31	3	C only	B specially	A simple	D late
32	2	D if	B when	A supposed	C with
33	2	B until	C before	A by	D on
34	1-L	A with	C from	B concerned	D than
35	2	D asked	B believed	A proposed	C meet
36	1-S	C I	B he	A myself	D done
37	3	A without	C along	B unless	D only
38	1-L	B used	C through	A custom	D anger
39	1-S	C our	B their	A ourselves	D yours
40	1-S	B much	C any	A so	D just
41	1-S	C under	B around	A down	D nearby
42	1-L	D received	B wrote	A getting	C mailing
43	1-L	B other	C two	A another	D come
44	3	C Walter	B Gordon	A friend	D late
45	1-L	B surprised	C happy	A shocking	D interesting
46	2	C that	B when	A as	D who
47	1-L	D voyage	B work	A travelled	C year
48	2	B before	C unless	A ahead	D or

NB gr=gramatically; sm=semantically

o=correct; x=incorrect

Appendix B: Sample Test 2002 version

I am staying here at the hotel with my Uncle Nat and Aunt Jule while my parents are away for four weeks. I decided to keep a diary while I am here to help pass the time. I can also keep a record of things that happen. I really don't expect anything to happen, since Uncle Nat and Aunt Jule, who are both thirty-five, are making the plans.

Dad and mother are abroad for a (1) {A. travels, B. month, C. year, D. long} . My coming here is supposed to make (2) {A. up, B. high, C. sense, D. happy} for them not taking me with them. (3) {A. Are, B. Their, C. Is, D. Will} coming here to be left with my (4) {A. intimacy, B. parents, C. familiar, D. relatives} supposed to be some kind of treat? Still it would be a heavenly place under (5) {A. different, B. another, C. worse, D. beautifully} conditions, for instance if Walter were here (6) {A. with, B. too, C. alone, D. near} . It would be wonderful if we were (7) {A. with, B. similar, C. meet, D. together} . The very thought of it makes my (8) {A. heart, B. ideal, C. anger, D. handy} stop. I can't stand it. I won't (9) {A. complaining, B. think, C. ask, D. crazy} about it.

This is our first separation (10) {A. from, B. became, C. happily, D. since} we have been engaged, over two weeks. (11) {A. Hour, B. It, C. We, D. Soon} will be seventeen days tomorrow. The hotel (12) {A. playing, B. guests, C. planning, D. band} at dinner this evening played our favorite (13) {A. song, B. harmonious, C. game, D. worse} . It seemed that they were playing it (14) {A. sake, B. like, C. for, D. that} me even though I knew the person (15) {A. in, B. sung, C. with, D. made} that song is talking about their mother. (16) {A. Of, B. Natural, C. On, D. Take} course, I miss my mother too, but (17) {A. unlikely, B. also, C. with, D. not} the same way I miss Walter, the (18) {A. people, B. person, C. uncle, D. wedding} to whom I'm engaged to be married.

(19) {A. Contrary, B. If, C. But, D. Only} there will not be any more separations (20) {A. later, B. unless, C. than, D. after} we marry. Mother laughs when I talk (21) {A. to, B. together, C. on, D. myself} her about it because she says I (22) {A. getting, B. go, C. will, D. am} crazy even to think about getting married (23) {A. extreme, B. slightly, C. so, D. in} young.

She got married herself when she (24) {A. was, B. grew, C. is, D. has} eighteen, but she says that was different. (25) {A. Mothers, B. That, C. She, D.

We| wasn't crazy like I am. She knew (26) {A. men, B. if, C. what, D. who| she was marrying. She talks about Walter (27) {A. like, B. even, C. as, D. should| if he were from another planet. She (28) {A. spoke, B. says, C. hopes, D. persuaded| that she has only been engaged once (29) {A. while, B. contrary, C. before, D. again| I have been engaged at least five (30) {A. times, B. count, C. days, D. minute| a year since I was fourteen. It really isn't as bad as that. I have (31) {A. simple, B. specially, C. only, D. late| been what I call engaged six times altogether. But is it honestly only my fault (32) {A. supposed, B. when, C. with, D. if| they won't go home and keep insisting (33) {A. by, B. until, C. before, D. on| I say yes?

But it is different (34) {A. with, B. concerned, C. from, D. than| Walter. I honestly believe if he hadn't (35) {A. proposed, B. believed, C. meet, D. asked| me I would have asked him. Actually (36) {A. myself, B. he, C. I, D. done| wouldn't have, but I couldn't have lived (37) {A. without, B. unless, C. along, D. only| him. Anyway mother may as well get (38) {A. custom, B. used, C. through, D. anger| to the ideas because I am not fooling this time. We have got (39) {A. ourselves, B. their, C. our, D. yours| plans all made.

This has been a (40) {A. so, B. much, C. any, D. just| more exciting day than I originally expected (41) {A. down, B. around, C. under, D. nearby| the circumstances. In the first place I (42) {A. getting, B. wrote, C. mailing, D. received| two letters, one from Walter and the (43) {A. another, B. other, C. two, D. come| from Gordon. Indeed, I had thought that (44) {A. friend, B. Gordon, C. Walter, D. late| would write me soon, but I was (45) {A. shocking, B. surprised, C. happy, D. interesting| at the letter from Gordon. It said (46) {A. as, B. when, C. that, D. who| he had just come back from a (47) {A. traveled, B. work, C. year, D. voyage| around the world. The trouble is that, (48) {A. ahead, B. before, C. unless, D. or| he left Gordon and I had been engaged, or at least he thought so.

All day I thought about what to say to Gordon when he calls up. Finally I couldn't stand thinking about it any more and just made up my mind I wouldn't think about it any more. But I will tell him the truth and it will kill me to hurt him.

Appendix C: Categorization of Options 2004 Version

Item no.	Category	Key	Distractor 1	Distractor 2	Distractor 3	Type
1	3	B month	C year	A week	D day	II
2	1-L	A up	B high	C on	D above	III
3	1-S	C Is	B Are	A Do	D Does	III
4	3	D relatives	B parents	A family	C friend	II
5	2	A different	C worse	B difficult	D serious	II
6	3	B too	C alone	A unfortunately	D before	II
7	3	D together	B similar	A friends	C healthy	II
8	3	A heart	C anger	B feeling	D hand	II
9	3	B think	C ask	A know	D read	II
10	2	D since	B unless	A before	C when	II
11	1-S	B It	A Its	C They	D Theirs	III
12	1-L	D band	A musics	B perform	C orchestral	III
13	1-L	A song	B harmonic	C rhythmical	D melodious	III
14	1-S	C for	A sake	B benefit	D good	III
15	1-S	A in	B among	C include	D appearing	III
16	1-L	A Of	B Nature	C Norm	D Expectation	III
17	2	D not	B also	A exactly	C in	II
18	1-S	B person	A people	C men	D fiancēs	III
19	3	C But	B If	A Unfortunately	D Then	II
20	2	D after	B unless	A while	C though	II
21	1-S	A to	B onto	C for	D at	III
22	1-S	D am	A were	B been	C being	III
23	3	C so	B slightly	A seemingly	D relatively	II
24	2	A was	C liked	B had	D looked	II
25	3	C She	B That	A I	D He	II
26	1-S	D who	A man	B person	C fiancē	III
27	1-L	C as	A like	B alike	D so	III
28	2	B says	C hopes	A denies	D regrets	II
29	2	A while	C before	B because	D if	II
30	1-L	A times	B count	C round	D chance	III
31	3	C only	B specially	A luckily	D never	II
32	2	D if	B when	A because	C though	II
33	2	B until	C before	A when	D because	II
34	1-L	A with	B concerned	C relating	D regarded	III
35	2	D asked	B believed	A met	C known	II
36	1-S	C I	A myself	B we	D me	III
37	3	A without	C along	B beside	D by	II
38	1-L	B used	A accustom	C familiar	D habit	III
39	1-S	C our	A ours	B we	D us	III
40	1-S	B much	A so	C very	D such	III
41	1-S	C under	A down	B lower	D downward	III
42	1-L	D received	A receiving	B receive	C receipt	III
43	1-L	B other	A another	C else	D remained	III
44	3	C Walter	B Gordon	A Mother	D Nat	II
45	1-L	B surprised	A shocking	C surprising	D shock	III
46	2	C that	B how	A whether	D because	II
47	1-L	D voyage	A travelled	B sailed	C trips	III
48	2	B before	C unless	A because	D if	II

NB II: grammatically correct, semantically incorrect

III: grammatically incorrect, semantically correct

Appendix D: Sample Test 2004 Version

I am staying here at the hotel with my Uncle Nat and Aunt Jule while my parents are away for four weeks. I decided to keep a diary while I am here to help pass the time. I can also keep a record of things that happen. I really don't expect anything to happen, since Uncle Nat and Aunt Jule, who are both thirty-five, are making the plans.

Dad and mother are abroad for a (1) {A. week, B. month, C. year, D. day}. My coming here is supposed to make (2) {A. up, B. high, C. on, D. above} for them not taking me with them. (3) {A. Do, B. Are, C. Is, D. Does} coming here to be left with my (4) {A. family, B. parents, C. friend, D. relatives} supposed to be some kind of treat? Still it would be a heavenly place under (5) {A. different, B. difficult, C. worse, D. serious} conditions, for instance if Walter were here (6) {A. unfortunately, B. too, C. alone, D. before}. It would be wonderful if we were (7) {A. friends, B. similar, C. healthy, D. together}. The very thought of it makes my (8) {A. heart, B. feeling, C. anger, D. hand} stop. I can't stand it. I won't (9) {A. know, B. think, C. ask, D. read} about it.

This is our first separation (10) {A. before, B. unless, C. when, D. since} we have been engaged, over two weeks. (11) {A. Its, B. It, C. They, D. Theirs} will be seventeen days tomorrow. The hotel (12) {A. musics, B. perform, C. orchestral, D. band} at dinner this evening played our favorite (13) {A. song, B. harmonic, C. rhythmical, D. melodious}. It seemed that they were playing it (14) {A. sake, B. benefit, C. for, D. good} me even though I knew the person (15) {A. in, B. among, C. include, D. appearing} that song is talking about their mother. (16) {A. Of, B. Nature, C. Norm, D. Expectation} course, I miss my mother too, but (17) {A. exactly, B. also, C. in, D. not} the same way I miss Walter, the (18) {A. people, B. person, C. men, D. fiances} to whom I'm engaged to be married.

(19) {A. Unfortunately, B. If, C. But, D. Then} there will not be any more separations (20) {A. while, B. unless, C. though, D. after} we marry. Mother laughs when I talk (21) {A. to, B. onto, C. for, D. at} her about it because she says I (22) {A. were, B. been, C. being, D. am} crazy even to think about getting married (23) {A. seemingly, B. slightly, C. so, D. relatively} young.

She got married herself when she (24) {A. was, B. had, C. liked, D.

looked| eighteen, but she says that was different. (25) {A. I, B. That, C. She, D. He| wasn't crazy like I am. She knew (26) {A. man, B. person, C. fiancē, D. who| she was marrying. She talks about Walter (27) {A. like, B. alike, C. as, D. so| if he were from another planet. She (28) {A. denies, B. says, C. hopes, D. regrets| that she has only been engaged once (29) {A. while, B. because, C. before, D. if| I have been engaged at least five (30) {A. times, B. count, C. round, D. chance| a year since I was fourteen. It really isn't as bad as that. I have (31) {A. luckily, B. specially, C. only, D. never| been what I call engaged six times altogether. But is it honestly only my fault (32) {A. because, B. when, C. though, D. if| they won't go home and keep insisting (33) {A. when, B. until, C. before, D. because| I say yes?

But it is different (34) {A. with, B. concerned, C. relating, D. regarded| Walter. I honestly believe if he hadn't (35) {A. met, B. believed, C. known, D. asked| me I would have asked him. Actually (36) {A. myself, B. we, C. I, D. me| wouldn't have, but I couldn't have lived (37) {A. without, B. beside, C. along, D. by| him. Anyway mother may as well get (38) {A. accustom, B. used, C. familiar, D. habit| to the ideas because I am not fooling this time. We have got (39) {A. ours, B. we, C. our, D. us| plans all made.

This has been a (40) {A. so, B. much, C. very, D. such| more exciting day than I originally expected (41) {A. down, B. lower, C. under, D. downward| the circumstances. In the first place I (42) {A. receiving, B. receive, C. receipt, D. received| two letters, one from Walter and the (43) {A. another, B. other, C. else, D. remained| from Gordon. Indeed, I had thought that (44) {A. Mother, B. Gordon, C. Walter, D. Nat| would write me soon, but I was (45) {A. shocking, B. surprised, C. surprising, D. shock| at the letter from Gordon. It said (46) {A. whether, B. how, C. that, D. because| he had just come back from a (47) {A. traveled, B. sailed, C. trips, D. voyage| around the world. The trouble is that, (48) {A. because, B. before, C. unless, D. if| he left Gordon and I had been engaged, or at least he thought so.

All day I thought about what to say to Gordon when he calls up. Finally I couldn't stand thinking about it any more and just made up my mind I wouldn't think about it any more. But I will tell him the truth and it will kill me to hurt him.

Improvement of Options in a Multiple-Choice Rational Cloze Test

SHIMADA, Katsumasa

In the 2002 study, a multiple-choice rational cloze test was developed. Forty-eight words were deleted according to the range of context for closure: within clause (syntax); within clause (lexis); across clause, within sentence; across sentence, within text, and four different types of options were placed on the basis of the combination of ‘syntactically’ or ‘semantically’ and ‘correct’ or ‘incorrect’. The test was administered to 83 pre-intermediate university students. It was found that the poor learners who did not give the correct answer were likely to choose a ‘syntactically correct’ option in any deletion types, which suggests that appropriate options should be placed according to the deletion type (Shimada 2002).

The purpose of the present study as a follow-up is to revise the test and compare the revised version with the 2002 version. The revised test, in which the same types of distractors were placed according to the deletion type, were developed and administered to 87 university students. The result shows that, in the revised version, more improvement was made in the items requiring processing the local context than in the items requiring processing the global context in terms of reliability, item discrimination and distractor efficiency.